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ABSTRACT

A model vocational assessment for deaf adults in New Jersey was created through the implementation of a project with three objectives. The first objective was to review existing vocational assessment procedures in New Jersey and the surrounding region in order to select and purchase appropriate components for use with deaf adults. Materials were selected through site visits at assessment facilities, conferences with professionals in the field, and review and evaluation by the project team. Materials selected included components of the Valpar Work Samples, VITAS, S.A.V.E., and STOUT. In addition, Bennett Hand Tools, Crawford Small Tools, and psychometric tests such as the WRIOY were purchased. The second objective was to establish a vocational assessment facility to serve deaf adults. This was accomplished in February, 1981. A third objective, to facilitate employment opportunities for deaf clients, was accomplished through the efforts of a job developer who made contacts with industry, community, and state agencies to seek out employment opportunities or on-the-job training, and who accompanied clients on job interviews. The project has served 28 deaf adults residing in six counties; and the vocational assessment model can be used by the New Jersey Division of Vocational Rehabilitation to provide a clear picture of the aptitudes and vocational abilities of deaf clients so that suitable training or employment opportunities can be pursued. (KC)

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FINAL REPORT

OF

VOCATIONAL ASSESSMENT OF DEAF ADULTS
(OE Code 998600)

1980-81

FAIR LAWN COMMUNITY SCHOOL
P. O. Box #8
Fair Lawn, New Jersey 07410

Report Submitted By: Project Director
David S. Kimmel
Director, Fair Lawn Community School

Jan Honig and Judy Jonas, Coordinators
Fair Lawn Vocational Assessment Projec

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PROJECT TITLE: Vocational Assessment of Deaf Adults

LEGAL NAME OF APPLICANT
DISTRICT, INSTITUTION OR
AGENCY: Fair Lawn Board of Education
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ABSTRACT
DESCRIPTION OF PROJECT

(Use this sheet and no more than one other to type in single-spaced form a statement of project objectives, procedures that were followed, state and local priorities emphasized and the expected contribution of the project to vocational education.)

The first objective was to review existing vocational assessment procedures in New Jersey and the surrounding region in order to select and purchase appropriate components for use with deaf adults. In order to accomplish this objective the following procedures were followed: site visits were made at assessment facilities in N.Y.-N.J. metropolitan area, conferences were held with professionals in the field of vocational evaluation and deafness, materials were researched, and ongoing conferences were held among the project director, project consultant, project coordinators and vocational evaluator. A wide range of instruments were selected for use with the adult deaf including components of The Valpar Work Samples, VITAS, S.A.V.E. and STOUT. In addition Bennett Hand Tools, Crawford Small Tools and psychometric tests such as the WRIOY were purchased.

The second objective was to establish a vocational assessment facility to serve deaf adults. The end of February 1981, the vocational assessment facility was operational; all components were in place, training sessions for staff by manufacturers representatives were held, all forms and day-to-day operational procedures were ready to be implemented and the first clients were served.

A third objective, to facilitate employment opportunitites for deaf clients, was accomplished through the efforts of a job developer who made contacts with industry, community and state agencies to seek out employment opportunities or on-the-job training and who accompanied clients on job interviews. The Job Developer worked closely with the Vocational Evaluator to correlate the abilities and needs of evaluated clients with suitable places of employment or vocational training.

The project has served as a vocational assessment model for the state and has served 28 deaf adults residing in 6 counties. This project staff with expertise in deafness and vocational evaluation, has worked closely with The New Jersey Division of Vocational Rehabilitation to provide a clear picture of the aptitudes and vocational abilities of deaf clients so that suitable training or employment opportunities could be pursued.

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A. INTRODUCTION

1. Problem

There is a continuous need to successfully train and retrain deaf adults in vocations that can allow them to earn a living. In order to meet this need vocational assessment must be utilized for deaf adults. There is a need to review the vocational assessment packages currently being used with the deaf so that vocational assessment can be provided for deaf adults in this region. Because of the special needs of the deaf, vocational assessment and counseling are both necessary so that realistic goals can be set prior to selecting a vocational program. Another important component required is the need to have a person serve as a liaison between the evaluation process and community agencies including business and industry, so that vocational opportunities for deaf adults can be developed and placement can occur.

2. Objectives

A. To review existing vocational assessment procedures in New Jersey and select and purchase the most appropriate components for use with the deaf adult.

B. To establish a vocational assessment facility to serve deaf adults.

C. To facilitate employment opportunities for deaf adults through the efforts of a Job Developer.

3. Definition of Terms Used

This project has served deaf adults. The criteria used to determine deafness was the one chosen by Schein and Delk for pre-vocational deafness, "the inability to hear and discriminate

speech through the ear alone."[1] The person's use of sign language for communication or dependence on lipreading for understanding speech were additional criteria contributing to defining the eligibility of a person for participation in this project.

4. Related Research

The deaf population, on the whole, is characterized as a group whose potential is largely undeveloped. The average 18 year old deaf person reads at a fifth grade level or lower.[2] As would be expected from a group with low literacy levels, the average income is very low. The deaf worker's average income is 72% of the general population average. The non-white deaf worker earns, on the average, only 62% as much as non-white workers in general. The proportion of blue collar workers is far higher among deaf workers than among workers in general. Since deaf adults are underemployed, underpaid and have not reached their potential it has been said that:

> The substance of the problem is that, despite a normal capacity to learn and motor skills representative of the general population, the overwhelming majority of deaf people are being stifled in unskilled and semi-skilled manual labor. Even more unfortunate is the nature of this manual work, which tends to be in manufacturing, letter press operation, and other fields where employment opportunities are rapidly diminishing. By contrast, service industries, government employment, technology and professional work, which are rapidly expanding, have few deaf people. For the 30 per cent of deaf adults functionally illiterate, or even for the over 50 per cent with a fifth grade education or less, unemployment may become rampant.[3]

"The projection of labor market trends points to a decline in demand for many of the occupations in which deaf persons presently congregate. Retraining will be necessary for many deaf adults, in order to maintain employment in the coming decade."[4]

Based on the National Census of the Deaf and the U.S. Census, there are presently estimated to be 24,960 deaf adults ages 18 to 64 in New Jersey with about 2,250 in Bergen and Passaic counties.[5] As these people become phased out of their current jobs, they will need retraining. The majority are in jobs below their capabilities and potential. These are candidates for retraining.

In our present society the average adult can expect several job changes during his lifetime. Adults with normal hearing have many options for retraining. Post-secondary schools, on-the-job training, government sponsored training programs such as CETA and Manpower, are all readily available to people with normal hearing. The deaf have not made much use of these options in New Jersey. Part of the reason for this lies in the nature of the disability. "The disability of deafness, which is the inability to understand speech through the ear alone, interferes with the very nature of instruction: the verbal interaction between teacher and student." However, the New York University study of "Continuing Education of Deaf Adults" suggests that the communication barrier presented by deafness can be partly overcome by the use of a network that includes specialized services such as manual communication, interpreters, special materials and additional educational techniques. Because this complex network had not been brought into play for the deaf client, community resources

had not been readily utilized.[6]

There is a need for appropriate assessment and counseling before directing clients to the training or retraining locations. This methodology is well established and confirmed in a study by the Arkansas Rehabilitation Research and Training Center.7 A variety of work assessment samples are available and have been successfully used to measure interest, aptitudes and abilities of hearing individuals. Just recently, work sample assessment programs such as the TOWERS, JEVS and SINGER have been adapted for use with the deaf by the New York Univeristy and the Florida School for the Deaf and Blind. These instruments emphasize visual and hands-on training modules and assessments. The NJDVR contracts with private individuals to assess educational achievement and the vocational interests of its deaf clients. The Mount Carmel Guild in Newark is adapting various assessment instruments for deaf adults. The Marie Katzenbach School for the Deaf in Trenton has developed a vocational package for deaf adolescents which should be adaptable for deaf adults.

The establishment of a vocational assessment program designed exclusively for deaf adults and staffed by experts in deafness and vocational evaluation has allowed deaf adults to pursue their vocational goals with a clear understanding of their aptitudes, interests and abilities.

B. BODY OF REPORT

1. Procedures

In order to attain the first objective, the review of existing vocational assessment procedures in New Jersey and the selection and purchase of the most appropriate components for use with the adult deaf, it was necessary to meet and speak with a variety of people with expertise in vocational assessment of the deaf. These experts included Dr. Frank Carden, Project Consultant, staff of the Marie Katzenbach School for the Deaf vocational project, New Jersey DVR Deaf Project members, staff of the Mount Carmel Guild in Newark, members of the staff of the Southwest Center for the Hearing Impaired in Texas, staff from the STOUT Institute, Institute for the Crippled and Disabled (ICD) and various staff members of rehabilitation and workshop facilities throughout New Jersey. During these discussions, the rationale for the selection of components of work samples, the suitability of these components for adults, the fiscal management, the current deficiencies and needs of vocational assessment of deaf adults was discussed and reviewed.

After intensive examination, decisions were made to purchase specific work sample components to evaluate deaf clients. The purchase of these vocational assessment instruments made it possible to meet the second objective and begin the much needed vocational evaluation of deaf adults.

The materials chosen for the vocational assessment of deaf adults were as follows:

1. Valpar Work Samples measuring

   a) Eye-Hand-Foot Coordination
   b) Multi-Level Sorting
   c) Upper Extremity Range of Motion
   d) Use of Small Tools
   e) Simulated Assembly
   f) Soldering and Inspection (Electronic)
   g) Electrical Circuitry and Print Reading
   h) Independent Problem Solving

2. VITAS Evaluation System consisting of the following work samples:
   a. Nuts, Bolts and Washer Assembly
   b. Packing Matchbooks
   c. Tile Sorting and Weighing
   d. Collating Material Samples
   e. Verifying Numbers
   f. Pressing Linens
   g. Budget Book Assembly
   h. Nail and Screw Sorting
   i. Pipe Assembly
   j. Filing by Letters
   k. Lock Assembly
   l. Circuit Board Inspection
   m. Calculating
   n. Bank Teller
   o. Proof Reading
   p. Payroll Computation
   q. Spot Welding
   r. Laboratory Assistant
   s. Drafting

3. S.A.V.E. Components in the Clerical, Motor, Numerical, Spatial and Technical Areas.

   a. Clerical Recording and Transaction
   b. Crawford Small Parts
   c. Collating
   d. Ruler Reading and Order Filling
   e. Bolt Sorting
   f. Form Perception
   g. Snellen Eye-Chart
   h. Machine Sewing

4. Purdue Pegboard to Measure finger dexterity and fine motor coordination

5. Bennett Hand Tool a measure of gross motor coordination

6. Psychometric Tests which include

   a) The WRIOT - a pictorial interest test
   b) The WRAT and The Gates MacGinitie Tests of Reading and Mathematic Abilities

7. Additional paper and pencil tests were added to measure skills in various work-related areas

   a. Minnesota Clerical Test
   b. Minnesota Paper Form Board
   c. Graves Design Judgement
   d. SRA Short Occupational Knowledge Tests
   e. Computer Operator Test Battery
   f. Typing Tests
   g. Heathkit

8. STOUT Work Samples fully assembled to date are:

   a. Bank Teller
   b. Typist
   c. Money Handling
   d. Accounting
   e. Medical Terminology

   The following STOUT Work Samples are in the process of being assembled:

   a. Bicycle Wheel
   b. Greenhouse
   c. Small Engine
   d. Mail Sorting and Postal

In the process of establishing the assessment facility, a variety of tasks had to be accomplished. These included: planning the day to day operational procedures, setting up and checking all the components and work samples as they arrived, organizing the evaluation room for functional use; developing forms for intake,

referral, record-keeping and follow-up procedures. For a sample of an in-depth report sent to a referral agency, see Appendix A. A smooth format of communication between evaluator, interpreter and client was developed and practiced. In many cases, the language of the work samples had to be simplified for ease of signing communication and directions. A flier was developed and publicity was released to agencies serving the deaf, rehabilitation facilities and the deaf community for recruitment of deaf clients. At the beginning of March 1981, the program was operational and began serving deaf clients. The evaluation period ranged from a 5 half day assessment period to a 10 half day assessment period followed by a client-staff conference. The period of time selected for the assessment procedure was determined by the information requested by the referral source, the availability of the client to be present for evaluation, the communication level of the client and finally the intelligence or speed with which the client could complete assigned work samples.

In order to accomplish the third objective, the facilitation of employment opportunities for deaf adults a network of contacts was created. Cooperative efforts were established with the Bergen County Office of the Handicapped, The New Jersey Division of The Deaf, The New Jersey State Employment Service, The Bergen County Private Industry Council as well as a wide variety of potential employers in community agencies, government agencies and private

industry. Procedures were planned so that the Job Developer could accompany clients, serve as interpreter during the initial job interviews, and sensitize the prospective employers to deafness.

2. Findings

In the fourteen weeks of the vocational assessment period, 28 clients were evaluated, 13 males and 15 females, from 6 counties in New Jersey. Four of these individuals were foreign-born (non-English speaking or signing).

The tables below reveal some essential data involving the age of the clients, the referral source and the outcomes upon completion of the evaluation process.

Table 1. Age Range of Clients

Age Category	Number of Clients
17-20	8
21-30	10
31-40	5
41-50	3
51-60	1
61-70	1

Table 2. Source Through Which Clients Were Referred To The Fair Lawn Vocational Evaluation Program

Agency	Number of Clients
DVR	8
Rehabitation Facility (Sheltered Workshop)	1
Fair Lawn Adult Basic Education Program For The Deaf	8
Schools	7
Division of the Deaf	2
Other	2

Table 3. Outcome Upon Completion of the Evaluation Process

Service Performed	Number of Clients
Referred to DVR for further services	8
Placed in a Job	4
Seeking Job Placement or Training	5
Placed in Formal Training	2
Continued As Full Time Students	8
Continued in Sheltered Workshop	1

3. Interpretation of Findings

The most cogent observation that can be made from this new project is the fact that this service, that of providing vocational assessment for deaf adults, is one that is needed and benefits both the agencies serving the deaf and the deaf clients. It has enabled a comprehensive vocational profile to be developed for deaf adults so that realistic vocational goals can be set up and followed through.

The agencies' responses, once the program was operational and the services available were known, were very favorable. As word spread, referrals from outside sources increased significantly and a waiting list has been compiled for the Fall. This network of service delivery

worked two ways; not only did DVR and agencies serving deaf adults have a facility to send deaf clients for vocational evaluation and comprehensive assessment, but also these agencies were able to serve new clients who had never been served previously and who were referred to them for additional services by the assessment program. A solid network of referrals and service delivery with consultations between staff from several agencies, was a result.

In the past this deaf adult population has been difficult to serve because of communication barriers. Deaf clients, perhaps for the first time, were full participants in the communication necessary to receive a full assessment of their aptitudes, interests and abilities. The knowledge that they were fully understood throughout the evaluation process, aided by the services of an interpreter, made it possible for them to feel comfortable and relaxed. The referral agencies were also secure that the assessment results were not hampered by difficulties in communication but were based on a comprehensive understanding of the clients' abilities.

The Job Developer had a difficult role in making job contacts for deaf clients. The reluctance to hire deaf individuals, with their concomittant problems in communication, was a real obstacle to overcome in many cases. Nevertheless, jobs were secured for four clients and a host of additional contacts were made which will probably develop into viable employment opportunities for clients presently being served and for clients in the future. A strong link was established with the Bergen County Office of the Handicapped and The Private Industry Council (PIC), two agencies who are focusing on employment

opportunities for the handicapped.

For other clients whose assessment results indicated a need for vocational training, obtaining training, without monies for interpreters, was a significant barrier to the full provision of service. In spite of these obstacles, the dermination of the staff from the Vocational Assessment Program to see that training be provided with interpreter services, acted as a stimulus for Bergen County CETA to obtain monies for an interpreter for a 16 week Keypunch Training Program for two deaf individuals. These individuals had received a thorough assessment and had demonstrated the abilities necessary to succeed in this type of training.

The fact that 64% of the clients assessed were under 30 with many years of potential employment, reveals the significant impact of this type of assessment at a critical time in their working lives. Six of the eight clients in the 17-20 age bracket are students currently enrolled in the Midland Park Secondary Hearing Impaired Program (S.H.I.P.). This program requested that the Fair Lawn Vocational Assessment Project perform a complete vocational assessment of these six students in order to develop realistic educational and vocational planning goals. Another youngster enrolled in East Orange High School was referred by the Board of Education for the same purpose. The fact that high schools serving deaf youngsters have made use of this assessment process is a further demonstration of the need for this type of service in a comprehensive network of vocational programming. An additional 28% of the clients assessed were between the ages of 31 and 50 with many years of productive employment potential.

As a result of the vocational assessment, all of the clients and the referring agencies have an understanding of their vocational strengths and weaknesses, in addition to information about their interests, aptitudes and abilities. This evaluative process, plus the assistance they will receive in obtaining appropriate training, job placement ancillary services from DVR makes it possible for these clients to become productive, independent citizens.

4. Dissemination Activities Planned and/or Implemented

A flier was developed and sent to over 200 deaf individuals and to more than 50 agencies serving the deaf throughout New Jersey. In addition, news releases were sent to major newspapers in the region as well as newspapers and clubs specifically serving the deaf community. Copies of these reprinted articles may be found in Appendix B.

An open house was held on March 27, 1981, at which over fifty individuals representing 26 agencies throughout the State of New Jersey attended. Presentations were made at this time explaining the services offered and the operational procedures by Project Director, David S. Kimmel, Project Coordinators, Janice Honig and Judy Jonas, Vocational Evaluator, Patti Start, Job Developer, Mary Lou Hall and Outside Consultant Dr.Frank Carden. Newspaper coverage of this event ensured the dissemination of information. These clippings and the invitation to the Open House may also be found in Appendix B.

Dissemination and information about vocational assessment and services provided was an ongoing component of this project.

Video tapes were made of some of the clients during the assessment process. These tapes are available for viewing at the Fair Lawn Community School. In addition, the New Jersey Public Broadcasting System filmed the assessment facility as part of Commissioner Burke's report on alternative uses of school buildings. This program was televised from May 19th through May 22nd. A copy of this film footage is also available at the Fair Lawn Community School.

5. Strategies or Activities Employed To Eliminate Sex Bias and Sex Role Stereotyping

All tests were administered without regard to sex or age and all reports and recommendations were made based on the interests, aptitudes and skills demonstrated by the client.

C. SUMMARY

1. Conclusion

The three stated objectives were met. The services provided by this exemplary and innovative project filled a need and were used. In the short period of time that the evaluation and job developing portions were operational, they provided a significant link in the network of supportive services for the deaf consumer through the provision of qualitative vocational evaluation and assistance with employment and training opportunities.

2. Recommendations

a) Now that $20,000. worth of materials and equipment have been purchased specifically for the vocational assessment of deaf adults, it is recommended that this project continue in the future because it fills an important gap in the career decision-making processes of deaf adults.

b) It is recommended that the position of vocational evaluator be increased from 3/4 time to a full time position. The responsi-

bilities of this individual include administering and scoring tests, writing in-depth reports, contacting referral agencies, holding conference with clients and agencies to discuss results and all of the ordering and record-keeping involved with managing a program of this scope. These multi-faceted tasks require the attention of a full time vocational evaluator.

c) It is recommended that the position of Job Developer be increased from 1/2 time to 3/4 time in order to allow this individual the opportunity to participate more fully in the pursuit of employment for clients.

This position involves numerous contacts with potential employers, serving as an interpreter during job interviews, and serving as a liaison between the Vocational Evaluation Project and agencies serving the handicapped so that employment opportunities can be developed, encouraged and implemented.

d) It is recommended that additional monies be made available to be used for interpreter services in training programs so that these programs can be accessible to those deaf individuals whose abilities indicate training to be a viable route to meet their vocational goals.

A. Footnotes

1. Schein, Jerome; Delk, Marcus; Lipman, Henry; Rowe, Frank; Freebairn, Thomas Continuing Education of Deaf Adults, Report of Survey Conducted for the Bureau of Education for the Handicapped, United States Office of Education, Deafness Research and Training Center, New York University, 1976,

2. Ibid., p. 17.

3. Ibid., p. 9.

4. Ibid., p. 64.

5. Ibid., p. 2.

6. Loc. cit.

7. Dixon, A.J., The Rehabilitation of the Deaf, A Training Guide, Arkansas Rehabilitation Research and Training Center 1973, p.31.

APPENDIX A

SAMPLES OF REPORTS

FAIR LAWN VOCATIONAL ASSESSMENT PROGRAM FOR THE DEAF
Morlot Ave. & Philip St.
Fair Lawn, N.J.

Vocational Rehabilitation Discharge Summary

Name: [redacted]

Address: [redacted]

Marital Status: Married

Resides: Husband and 3 children

Education: Vocational Diploma

Occupation: Unemployed (Previously Packer)

Date of Report: 5/1/81

Social Security No.: [redacted]

Telephone No.:
Woodridge Police - 939 0476
[redacted] (cousin)

Age: 42 Birthdate: 6/26/38

Evaluation Period:
No. of Days Present: 8
No. of Days Absent: 2

Reason for Referral:

Client is presently unemployed because of an injury to her fingers received while working. Client would like to retrain for work in the clerical field.

Relevant Information:

The client is a warm, compassionate, mature 42 year-old Caucasian female. Conscientious, industrious, and hardworking, the client is motivated, anxious to please others and is very willing to learn and work at whatever tasks are presented to her.

The client presently lives in a house with her hearing impaired husband, Charles, and their three hearing impaired children; the oldest has another handicap, Muscular Dystrophy. The client became deaf when she was 5 months old from whooping cough. The client communicated with her hearing parents through lip-reading. As an adult, she now uses sign language with her husband and children.

The client attended an oral educational program at the Lexington School for the Deaf in New York. She attended the school until she was nineteen and was graduated with a Vocational Diploma.

Since completing school, the client has always worked in a factory environment. Her work experience began as a sewing machine operator. From 1970 to 1978, the client worked for Pioneer Paper Co. in Carlstadt, N.J. sorting sewing patterns. Because the company closed, the client then did piece work for 10 months at Plus and Mark, Carlstadt, N.J., a ribbon factory. The client left this position in order to earn more money. She was employed from 1979 to 1/16/80 as a packer and general assistant for Majestic Industries Inc., Teterboro, N.J. On January 16,1980, the client caught her fingers in an office machine. Despite this serious injury, the client meets all challenging tasks with determination and does not allow her disability to deter her. To add to the family's financial problems, because of Sally's inability to work, the client's husband's union is presently on strike. While he is unemployed, the only income is his strike benefits.

The client's interests include social activities with deaf and hearing friends, sewing, cooking, and watching TV. When the client was asked if she liked to read, the client responded "just a little" and only magazines. The client has a driver's license and use of her car.

Tests Administered:

1. Wide Range Opinion Test

   The highest interest areas were Artistic, Office Work, and Sedentary-related fields. The lowest interest areas were in Social Service, Biological Science and Music-related fields. An additional low interest area was Ambition.

2. Achievement Test Scores

   The California Test of Adult Basic Education (TABE) Level M was administered. Results are as follows:

Reading Vocabulary	4.9
Reading Comprehension	5.3
Total Reading	5.2
Math Reasoning	6.0
Math Fundamentals	5.5
Total Math	5.8
Mechanics of English	4.4
Spelling	5.9
Total Language	4.7

3. Dvorine Color Plates

   Client was able to differentiate the colors accurately.

4. Snellen Eye Chart

With and without glasses - 20/30 vision.

5. Crawford Small Parts Dexterity Test

Normed against Female Assembly Job Applicants, the client scored in the ninety-ninth percentile on the pins and collars section, and in the twentieth percentile on the screws section.

6. Purdue Pegboard Dexterity Test

Given three trials and normed against Female Industrial Applicants, the client scored in the twenty-fifth percentile with right hand, left hand, and both hands. On the Assembly section, client scored in the fifty-fifth percentile.

7. Bennett Hand Tool Dexterity Test

Normed against Adults at a Vocational Center, the client scored in the forty-fifth percentile.

8. Minnesota Clerical Test

Normed against inexperienced Female Applicants at a Bank, the client scored in the ninety-ninth percentile in the Name and Number sections, timed and untimed.

9. Stout Typing Test

Client was able to type 30-35 words per minute accurately.

10. SAVE Work Samples

Client showed good physical performance in lifting, climbing, balancing, stooping, and crouching tasks.

11. Vitas Work Samples

Client was able to achieve successful performance on the following tasks: routine checking and performing, sorting, inspecting, stock checking, recording, cashiering, paying and receiving, classifying, filing and related fields. Client performed unsuccessfully in completing the calculating, bank telling, technical science-related, and measuring tasks. It was noted by the evaluator that the client had never used a calculator, which could account for her poor performance on these tests. Nevertheless, the client performed exceptionally well on the difficult Payroll-Computation Work Sample.

12. Valpar #1, #4, #6, #7, #9, #11

Small Tools: Client scored in the sixty-second percentile in speed and ninety-fifth percentile in accuracy, which reflects her capability in working with small tools.

Upper Extremity: Client scored in the forty-fifth percentile in the right-hand assembly section and in the ninety-fifth percentile in left-hand assembly section. Disassembly was in the tenth percentile and performance was in the seventy-fifth percentile.

Independent Problem Solving: Client scored in the ninety-third percentile in speed, accuracy, and overall performance.

Multi-Level Sorting: Client scored in the eighty-fifth percentile in speed, accuracy and overall performance.

Whole Body: Client scored in the eighty-fifth percentile in performance.

Eye-Hand-Foot: Client scored in the ninety-second percentile in speed, accuracy and overall performance.

Communication Assessment:

The client depends on a combination of speech, lipreading and sign language for communication. The client also can follow written, diagrammatic, and demonstrated instructions. She does not use a hearing aid. At the evaluation center, she enjoyed using the services of the interpreter.

Assessment:

During the evaluation period, the client was hard-working, conscientious, serious, and mature in her attitude. Sally was patient, well-motivated, willing to learn and anxious to please. The client showed compassion and a concern for the other adults going through the evaluation process. Despite the seriousness of the injury to her fingers, she performed many tasks requiring manual dexterity and did not allow this disability to deter her from doing the tasks. The client displayed the following positive abilities: followed instructions, maintained physical stamina, concentrated well, maintained motivation, controlled frustration, kept an even temperament and tolerated pressure well, was self reliant, and able to work alone. She demonstrated the abilities to perform tasks that require handling, tending, manipulating, routine checking, recording, sorting, inspecting, measuring, computation and filing. While she was unsuccessful at handling the calculator at first, she was able to use it successfully for the Payroll Computation. Despite the loss of parts of two fingers, the client worked well with tools and on tasks requiring fine finger dexterity. (i.e.Crawford Small Parts). In addition,

she was able to type 30-35 words/minute.

The client's interest test results in clerical and sedentary fields correlate with her performance on clerical tasks. Her conscientiousness, determination, and motivation should make her an excellent candidate for competitive employment.

Recommendations:

Based on a consideration of interests, aptitudes and temperament, the following are recommended:

1. That the client pursue training in the clerical field, possibly keypunch.

2. That the client seek employment in this field after training has taken place.

PATTI S. START. M.A.
Vocational Evaluator

FAIR LAWN VOCATIONAL ASSESSMENT PROGRAM FOR THE DEAF
Morlot Ave. & Philip St.
Fair Lawn, N. J.

Vocational Rehabilitation Discharge Summary

Name: [redacted]

Address: [redacted]

Marital Status: Single

Resides: With a Deaf Family

Education: 8th Grade

Occupation: None

Date of Report: 3/28/81

Social Security No.: [redacted]

Telephone No.:

Age: 34 years Birthdate: 10/17/46

Evaluation Period: 3/4/81-3/25/81

No. of Days Present: 13 days

No. of Days Absent: 2 (sick)

Reason for Referral

Presently unemployed. Client is working on completion of High School Diploma and would like training and subsequent employment.

Relevant Information

The client is a good looking thirty-four year old Caucasian single male. Intelligent, friendly and courteous, the client displays a good sense of responsibility and is very willing to help others. He enjoys socializing and at all times is well-mannered. His disposition is pleasant and his appearance is always neat.

The client presently rents a room in a home of a deaf family. Prior to this, the client came from a family of five, with two brothers and two sisters. His brothers and sisters are all hearing and he communicates with them through speaking and lip-reading. His mother contracted measles during her pregnancy which caused his deafness. Client stated his sister was supportive towards his working and getting an education, but his parents were over-protective. They did not think a deaf person could become a mechanic. With the present family he lives with, he communicates through sign language. Other than acute appendicitis ten years ago, the client has no significant medical problems. He does wear glasses for reading.

The client attended residential and private schools for the deaf in New York. While in school, the client's favorite classes were reading, math and science. He also enjoyed football. His dream while in school was to join the Air Force when he became an adult. The client left school at the age of 19 to work as a lathe operator. Presently, he is attending the Fair Lawn ABE Program for the Deaf where he is studying for the GED tests in hope of obtaining his High School diploma. The client expressed an interest and a desire to go to college.

NAME [redacted]

The client has worked as a machinist at three different companies. His last employment lasted for ten years (1967-1977) at R. & M. Co. in Long Island. Since moving to New Jersey, he has not worked. The client expressed a dislike for mechanical work and would prefer a white-collar job. His goal is to become a computer programmer. Client has applied for Civil Service Postal Work and is waiting for a reply.

The client possesses a driver's license. At this time he does not have the regular use of a car but is able to obtain a ride or borrow the car from the family with whom he lives.

The client associates with deaf friends from school as well as hearing neighbors. He enjoys skiing, camping and reading.

Presently, the client is on Social Security Disability and hopes to return to the work world.

Tests Administered

1. Wide Range Opinion Test

   Highest interest areas in the Dramatic, Protective Service and Social Scientific fields. The client also was high on ambition where he wants to improve self, income and status. Next highest interest area was working with numbers. Lowest interest areas were in the artistic, mechanical and machine operation fields.

2. Gates-Mac Ginitie Reading Test Level B-Form 1 and Level D-Form 3

   Both tests revealed a vocabulary level of 5.9 grade level, timed. His comprehension level was 7.0 grade level, timed.

3. Wide Range Achievement Test-Level 1 & 2

   Client scored at the 9.6 grade level on both tests. Client was not familiar with algebra.

4. Dvorine Color Plates

   Client was able to differentiate the colors accurately.

5. Snellen Eye Chart

   Both eyes were at 20/40 without glasses. Client states "he hadn't had his eyes checked in a while."

6. Crawford Small Parts Dexterity Test

   Normed against male unselected applicants, the client scored in the eightieth percentile on the pins and collars section and in the first percentile on the screws section.

NAME [redacted]

7. Purdue Pegboard Dexterity Test

Given three trials and normed against Male Industrial Norms, the client scored in the ninety-ninth percentile. On the assembly section, client scored in the ninetieth percentile.

8. Bennett Hand Tool Dexterity Test

Normed against Employee Applicants in a manufacturing company, the client scored in the forty-fifth percentile.

9. Minnesota Clerical Test

Normed against Male Bank Applicants, he scored in the fiftieth percentile on names and the tenth percentile on numbers, timed. However, his work was error free.

10. Minnesota Paper Form Board Test

Normed against Production Workers, client scored in the thirty-third percentile.

11. SRA Computer Operator Aptitude Test

Client was very successful on the Format Checking section of the test. However, on the Logical Thinking section and Sequence Recognition section, the client was unsuccessful and made many errors.

12. SAVE Work Samples

Client showed good physical performance in lifting, climbing, balancing, stooping and crouching tasks. Although he was bored, he stood for one hour on the bolt-sorting task. The Form Perception Test reflected no errors.

13. Vitas Work Samples

Client was able to read and follow all directions without help. He was able to achieve successful performance on handling, sorting, weighing, inspecting, mechanical, measuring, reading, calculating, computational, and banking tasks. His only weakness in these work samples was in filing alphabetically, which contained a lot of errors. Client was able to follow directions using the Spot Welder and completed excellent weldings. He also was very successful on the Drafting Sample even though he had neven been exposed to Drafting.

NAME [redacted]

14. Valpar #1, 4, 6, 7, 9, 11, 15
(normed)

Small Tools

Client scored in the ninety-ninth percentile in speed and accuracy.

Upper Extremity

He scored in the tenth percentile, however he double checked everything he did.

Independent Problem Solving

Client scored in the seventieth percentile in time and in the ninety-ninth percentile in errors and performance.

Multi-Level Sorting

Client scored in the eightieth percentile in speed, the fiftieth percentile in accuracy, and the sixtieth percentile in combined performance.

Whole Body

Client scored in the eighty-fifth percentile in performance.

Eye-Hand-Foot

Client scored in the ninety-fifth percentile in total points, the fifth percentile for speed and the fifty-seventh percentile for overall performance.

Electrical Circuitry

No norms to date. However, client made six errors in Section A and two errors in Section B.

15. Science Heathkit

The client understood and successfully completed the tasks, error free.

Communication Assessment

The client's primary mode of communication, both receptive and expressive, is sign language. His sign language skills are superior and he can communicate with deaf persons who are less fluent in sign language. The client is capable of other communication skills, e.g. fingerspelling, speech reading, writing, gestures and drawing, but prefers signing. Other than oral, the client can understand all

NAME [redacted]

kinds of instructions given to him, e.g. signed, demonstrated, diagrammatic, written, model. Client was comfortable using an interpreter; he would absorb her instructions and review them to be sure he understood all directions correctly. Client is able to use the TTY.

Assessment

Client is very organized and pursues his tasks methodically. He appears to enjoy most tasks and undertakes all jobs in a precise and responsible manner. His attitude is very positive even for those tasks he dislikes. He expressed on numerous times how "he prefers jobs that are sedentary and white-collar".

With the exception of filing alphabetically and banking (which require that he follow the instructions on his own) the client did all tasks e.g. clerical manipulating, sorting, inspecting, measuring, stock checking, computational, technical, mechanical, scientific, reading, relatively error free and precisely. However, his timed performances reflected lower percentiles because he is exceedingly meticulous and conscientious.

Evaluator observed that the client is very sociable both with deaf peers and counselors. He has an interest in helping others and was helpful when communication problems involving other clients arose. He volunteered his interpreting skills whenever the counselors needed clarification. Dominick was willing to help in the department by stapling, collating and filing.

Client's ability in basic skills reflects a strong educational base despite lack of encouragement from his family. Because of his deafness, client stated that "his parents didn't want him to work and it was his sister who supported him and encouraged him to work". Although his mechanical ability and use of tools is good, he would prefer at this time of his life to pursue white-collar work. Because of this goal, client has attended basic education classes and hopes to have his High School Diploma in June, 1981.

Client is limited at this time because of the lack of transportation. The client does have a driver's license and should be able to resolve his transportation problem.

During the conference with Dominick, after the evaluation was completed, a wide array of job descriptions and job options were discussed. The discussions involving Dominick's strengths and weaknesses helped him to become aware of career options he had not considered. At this point in time, the client has become more aware of himself and would like to rethink his goals. Possible options that he is considering include a college degree in counseling or rehabilitation. A more short-range option is working for the postal service or training in data processing or the computer field.

Recommendations:

Based on a consideration of interests, temperment and aptitudes, the following are recommended:

1. That the client continue to study for the GED exams and take them when he is ready. According to his instructors, this could be as soon as this June.

NAME [redacted]

2. That the client sign up with the Division of Vocational Rehabilitation for support services in pursuing a college education.

3. That the client begin writing for applications from various colleges such as N.I.T.D. and apply for eligibility in Fall 1981.

4. That the client still keep open the option of training in computer programming and Civil Service Postal Work.

5. That the client have his eyes retested in order to wear the proper glasses for reading.

6. That the client become more independent by settling his transportation problem.

7. That the client pursue his flair for dramatics by joining a Theatre Group for the Deaf as a hobby.

We will assist DVR and Dominick in following up on this case.

Patti S. Start, M.A.
Vocational Evaluator

APPENDIX B

COPIES OF FLIER, OPEN-HOUSE
INVITATION AND NEWSPAPER CLIPPINGS

FAIR LAWN
VOCATIONAL EVALUATION PROGRAM
FOR DEAF ADULTS

WE WILL HELP YOU

- ◇ **DECIDE** WHAT WORK YOU WANT TO DO
- ◇ **FIND** YOUR SPECIAL SKILLS
- ◇ **CHOOSE** WHAT YOU LIKE, KNOW, AND CAN LEARN
- ◇ **PLAN** WHAT TRAINING YOU WILL NEED

PLACE: FAIR LAWN COMMUNITY SCHOOL
MORLOT AVENUE AND PHILIP STREET
FAIR LAWN, NEW JERSEY ... ROOM 214 A

TIME: 9:00 A.M. - 3:00 P.M.
MONDAY THROUGH FRIDAY

FOR MORE INFORMATION CALL

VOCATIONAL EVALUATOR: PATTI S. START — 201-791-8040
JOB DEVELOPER: MARYLOU HOLL — 791-8041
VOICE OR TTY

DIRECTOR, FAIR LAWN COMMUNITY SCHOOL: DAVID S. KIMMEL
COORDINATORS - DEAF PROJECTS: JANICE HONIG, JUDY JONAS

FUNDED BY N.J. STATE DIVISION OF VOCATIONAL AND EDUCATIONAL CAREER PREPARATION

Directions to Fair Lawn Community School

From Route 208 South

Exit at Plaza Road. Stay to the right at the bottom of the ramp. Continue on Plaza Road to the 1st traffic light (Morlot Avenue). Make a left onto Morlot Avenue. Continue on Morlot. When the road splits, bear left and go over ramp of Route 208, continuing about 2 blocks to school on your left.

From Garden State Parkway North
Or Route 4 West

Take exit 160. Follow signs to Rte. 208 North and Route 4 West. Exit at Saddle River Road, just past Jahn's. Stay to the right at end of ramp and continue on Saddle River Road to Morlot Avenue (Gulf Station). Make a left onto Morlot Avenue. Go about 2¼ blocks to school on right.

From Route 20 North

Exit at Morlot Avenue Bridge (look for Burger King). Continue on Morlot Avenue about 2½ miles to school on left.

WORK...CAREER

WHAT CHOICES DO I HAVE?

WHAT SKILLS DO I HAVE?

HOW CAN I DECIDE?

Fair Lawn school wins N.J. grant

THE BERGEN RECORD 12/15/80

According to an announcement from David S. Kimmel, Director, the Fair Lawn Community School has received a grant of $42,500 from the New Jersey State Division of Vocational Education and Career Preparation to establish a Vocational Evaluation Program for Deaf Adults. This unique free program for the deaf will be in operational as of February 1981 and is open to residents of New Jersey. Services will include a full assessment of interests, achievements and aptitudes which relate to all areas of work. Based on the evaluation results, a vocational plan will be developed to help the deaf client formulate career goals.

The services will be provided Monday through Friday, 9:00 a.m. to 3:00 p.m. at the Vocational Assessment Center, Room 214A at the Fair Lawn Community School, Morlot Avenue and Philip Street, Fair Lawn, New Jersey.

The project was designed by Jan Honig and Judy Jonas of the Fair Lawn Community School Deaf Program. The project consultant, Dr. Frank Carden, has worked closely with Ms. Patti S. Start, the Vocational Coordinator and Evaluator, to insure that the program will meet the needs of deaf adults in their vocational pursuits.

For more information you may call Patti s. Start at 201-791-8040-8041 voice or TTY

The NJ Broadcaster MARCH 1981

Free Vocational Testing for NJ Adults

According to an announcement from David S. Kimmel, Director, the Fair Lawn Community School has received a grant of $42,500 from the New Jersey State Division of Vocational Education and Career Preparation to establish a Vocational Evaluation Program for Deaf Adults. This unique free program for the deaf has been in operation as of February 1981 and is open to residents of New Jersey.

Services include a full assessment of interests, achievements and aptitudes which relate to all areas of work. Based on the evaluation results, a vocational plan will be developed to help the deaf client formulate career goals. A job developer will work with clients and industry, create job opportunities and facilitate employment wherever possible.

The services are provided Monday through Friday from 9:00 a.m. to 3:00 p.m. at the Vocational Assessment Center, Room 214A at the Fair Lawn Community School, Morlot Avenue and Philip Street, Fair Lawn, New Jersey.

The project was designed by Jan Honig and Judy Jonas of the Fair Lawn Community School Deaf Program. The project Consultant, Dr. Frank Carden, has worked closely with Ms. Patti S. Start, the Vocational Coordinator and Evaluator, to insure that the program will meet the needs of deaf adults in their vocational pursuits.

For more information you may call Patti S. Start or MaryLou Holl at 201-791-8040 or 791-8041, Voice or TTY.

Vocational testing is free for adults

Fair Lawn Community School has received a grant of $42,500 from the N.J. State Division of Vocational Education and Career Preparation to establish a Vocational Evaluation Program for Deaf Adults.

This unique free program for the deaf will be in operation as of February and is open to residents of New Jersey. Services will include a full assessment of interests, achievements and aptitudes which relate to all areas of work. Based on the evaluation results, a vocational plan will be developed to help the deaf client formulate career goals.

The services will be provided Monday through Friday, 9 a.m. to 3 p.m. at the Vocational Assessment Center, Room 214A, Fair Lawn Community School, Morlot Avenue and Philip Street, Fair Lawn.

The project was designed by Jan Honig and Judy Jonas of the Fair Lawn Community School Deaf Program. The project consultant, Dr. Frank Carden, has worked closely with Ms. Patti S. Start, the vocational coordinator and evaluator, to insure that the program will meet the needs of deaf adults in their vocational pursuits.

More information can be obtained from Patti S. Start (791-8040, 8041, voice or TTY).

THE RECORD, Hackensack, N.J.

Program for the deaf to be started

FAIR LAWN — The Fair Lawn Community School will establish a vocational evaluation program for deaf adults with a recent $42,500 grant from the New Jersey State Division of Vocational Education and Career Preparation.

The program, which is expected to begin in February, will be free to New Jersey residents. Services will include assessments of interests, achievements, and aptitudes relating to all work areas. Based on the evaluation of results, a vocational plan will be developed to help deaf persons formulate career goals.

The services will be available weekdays from 9 a.m. to 3 p.m. at the Vocational Assessement Center in Room 214A at the Community School, Morlot Avenue and Philip Street.

Information is available by calling Patti S. Start at 791-8040 (voice or TTY).

FAIR LAWN VOCATIONAL EVALUATION PROGRAM

FOR DEAF ADULTS

Fair Lawn Community School
at
Thomas Jefferson School
Morlot Ave. and Philip St.
Fair Lawn, N.J. 07410
201-791-8040/41 Voice/TTY

March 27, 1981

The Fair Lawn Vocational Evaluation Program for Deaf Adults cordially invites you to attend an Open House on Friday, April 10, 1981 at 1:00 p.m.

The purpose of the gathering is to acquaint you with the facility, equipment, and personnel involved in the program. A brief presentation outlining our goals and recent accomplishments will be followed by an inspection of the evaluation materials. There will also be an opportunity for discussion with the people involved:

David S. Kimmel, Director, Fair Lawn Community School
Dr. Frank Carden, Project Consultant
Jan Honig and Judy Jonas, Co-coordinators,
Fair Lawn Deaf Projects
Patti S. Start, Vocational Evaluator
MaryLou Holl, Job Developer

We hope you will be able to set this time aside and join us.

R.S.V.P. by April 3, 1981

Directions to the Thomas Jefferson School are on the enclosed brochure.

FAIR LAWN COMMUNITY SCENE

POST OFFICE BOX 8 FAIR LAWN, N. J. 07410 •791-322

VOLUME IX • Number 2 MAY 1981

VOCATIONAL ASSESSMENT FOR THE DEAF BEGINS TO SERVE STUDENTS

A new world is opening up to a lot of men and women, thanks to the efforts of the Fair Lawn Community School. Jobs that many of us take for granted have been denied to a special group of people.

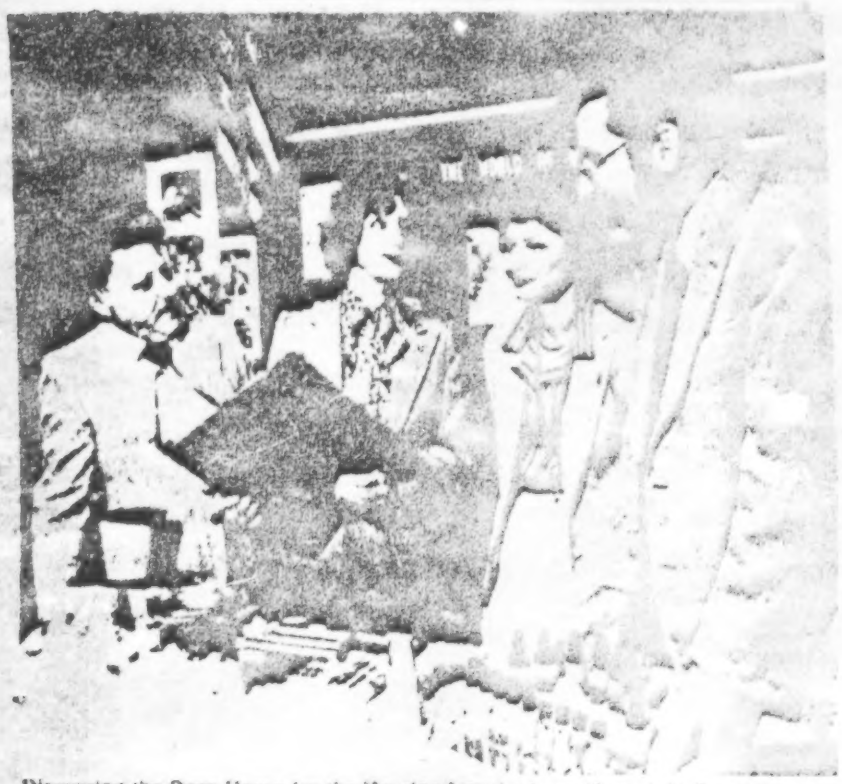
Because some men and women can't hear, they can't be tested. Because they can't be tested, they can't get into careers such as drafting and key punch. The result is that everyone is the loser - the potential worker who could make a satisfactory livelihood from the work and the potential employer who could benefit from an intelligent and dedicated employee.

But all that is changing with the Vocational Program for Deaf Adults, housed in T. J. A $46,000 grant from the state Department of Education, Division of Vocational Education and Career Preparation has gone towards suitable equipment and trained personnel. This is the first grant of its type in the state and another boost to make New Jersey a leader in providing help for deaf adults. For this, we can thank the tenacity of Fair Lawn Community School director, David Kimmel, and the active concern of Jan Honig and Judy Jonas, who direct the literacy program for deaf adults.

Patti Start, vocational evaluator, explains that all vocational assessment programs in New Jersey use auditory cassettes. With equipment more in line for testing the deaf and the services of Mary Lou Holl who acts as interpreter, tests are conducted. A complete battery takes about two weeks of half-day sessions. After testing, the client is placed in a school, training program or job. Ms. Holl will accompany the client on a job interview. But from then on, communication is the responsibility of the employer and employee.

Hopefully, funding will be granted next year so that the program can continue. If there are any questions on this new program, Ms. Start will answer them at 791-8040.

THE FAIRLAWN SHOPPER



Discussing the Open House for the Hearing Impaired are (from left) David Kastner, director of the school; Judy Jonas and Jan Honig, coordinators; and Dr. Frank Carden, project consultant.

Career opportunities now open to the deaf

by Arlene Brofsky

They were doing menial jobs. Now they're about to start new positions or enter training programs which will lead to careers in drafting and key punch. Not so unusual, you say? People make career changes every day? True — but not deaf people. They don't change occupations; they consider themselves lucky to be working.

The men and women about to embark on new careers have participated in the Vocational Evaluation Program for Deaf Adults housed in Fair Lawn's Thomas Jefferson Junior High School building.

The program, funded by $43,000 grant from the State Department of Education Division of Education and Career Preparation, is unique. In fact, it's the first in the state.

The problem, as explained by Patti Start who is vocational evaluator, is that all vocational assessement programs in the state use auditory cassettes. They can't help the deaf person determine his aptitude. So traditionally deaf adults are placed in jobs which, in many cases, are far below their capabilities.

The problem was brought home to Janice Honig and Judy Jonas. For several years they have directed Fair Lawn's literacy program for deaf adults. They learned from their students that the deaf haven't any place to go for career counseling, and they can't break into an already tight job market.

Mrs. Honig (a Fair Lawn resident) and Mrs. Jonas spent three years researching the problems, consulting with experts in vocational assessment, in working with the deaf, and preparing grant proposals.

Traditionally deaf adults are placed in jobs which, in many cases, are far below their capabilities.

The program, open to deaf adults throughout the state, is currently two-fold. Experienced vocational evaluator, Ms. Start searched for equipment appropriate for testing her clients. Working hand-in-hand with her is Mary Lou Hall who acts as the interpreter throughout the testing procedure. Tests are made on all sorts of motor coordination skills, interests and attitudes. The complete battery of tests takes about two weeks of half-day sessions.

The next step is to place a client in a job, a school, or in a training program. The latter two are the most difficult. Most clients need an interpreter to get through courses or a training program.

So Ms. Hall spends a lot of time contacting large companies to seek out employment opportunities for her clients. She reports more success with large companies who have hired the deaf in the past through the years. Small companies will resist the idea, she says.

Ms. Hall will accompany a client on an interview as an interpreter. That is the largest hurdle to overcome. Once in a job, employer and employee find ways to communicate.

Jobs which require extensive training are more difficult to secure unless the company or the state will pay for an interpreter. The client is rarely able to assume that financial burden.

The program must be funded again if it is to continue. Its coordinators are cautiously optimistic. "After all," they say, "so much money was spent on equipment." Their goal according to Mrs. Start is to add the much needed training programs.

Even with its limitations, this program makes New Jersey a leader in providing help for deaf adults.

Additional information may be obtained by calling Patti Start at 791-6060.

Job developer Marylou Holl, Vi[illegible] converse in sign language during the open house program at the Fair Lawn Community School.

Fair Lawn school program tests skills of deaf people

By a Herald-News Staff Writer

FAIR LAWN — A new program designed to test the skills of deaf people is being hailed as the first of its kind in New Jersey.

Officials of the Fair Lawn Community School, which is running the Vocational Assessment Program for the Deaf, hope the pilot project will spur area employers to hire the hearing impaired.

"We have to sensitize the employers to deafness," said program evaluator Patty Start. "We have to explain they're capable of working."

The school sponsored an open house last week to show off three pieces of testing equipment acquired under a $48,000 federal grant. The equipment will be used to assess deaf people's employment skills in the areas of welding, electronics, clerical and maintenance work and other areas, according to David Kimmel, the school's director.

The program is offered free of charge to deaf adults in North Jersey. A similar program is available to children in Trenton, Kimmel noted.

THE PROGRAM advises participants of their [illegible] skills, interests and aptitude and then attempts to place them in suitable jobs. Kimmel said $6,000 of the grant will be used for job placement and the school plans to apply for a larger grant next year.

The five-member staff hopes to test 30 deaf people this year. Ten have been tested since the program began in early March. Three of them should find work by week's end. Three are seeking keypunch training, and two are applying to college, Start noted.

The school also sponsors an adult basic education program, which has provided 180 deaf persons with literacy skills during the past three years.

The equipment acquired last week consists of Valpar, Vitas and Savework samples, which measure such things as visual acuity, hand-eye coordination and motor movement.

When applied on a practical level, Start said, the devices can test skills in such things as payroll computation, proofreading, typing, weighing chemicals in laboratories, factory work — even haircutting.